

IDAHO ALTERNATIVE ASSESSMENT EXTENDED SOCIAL STUDIES CONTENT STANDARDS

Extended Knowledge and Skills

Preamble

The social studies standards are now organized around three social studies courses currently required by the state of Idaho for high school graduation. The field of study are economics, U.S. History, and government. The alternate assessment standards workgroup used these fields of study to apply to community living, daily living and vocational/employment needs of students with disabilities.

Standards for *Critical Thinking and Analytical Skills* as well as standards for *Evolution of Democracy* are listed separately and intended to apply to all social studies curriculum and instruction.

ECONOMICS

These standards of economic instruction are meant to prepare students with disabilities for entry into the workforce and entrepreneurship as well as for post-secondary vocational education. The elements of economics transcend several domains in quality of life. The unique issues of economics will enable students with disabilities to learn, understand, and appreciate the forces that affect them every day—at home, in the workplace, in the community, and in the agencies of the government.

The key skills students with disabilities must develop in economics include:

The skills learned in economics will allow students to assume roles of consumers and workers, enabling them to avoid the common errors made by individuals who do not have any personal financial management skills.

GOVERNMENT/CIVICS

*I know of no safe depository of the ultimate powers of the society
but the people themselves; and if we think them not enlightened enough
to exercise their control with a wholesome discretion, the remedy
is not to take it from them, but to inform their discretion.*

Thomas Jefferson (1820)

The goal of education in government and civics is informed, responsible participation in American society by citizens exhibiting basic fundamental values and principles. Ultimately, a free society must rely on the knowledge, skills, and virtues of its citizens. Civic education, therefore is essential to the preservation and improvement of the American government.

UNITED STATES HISTORY

These United States History standards are based on the assumption and expectations that knowledge of history is a precondition of an informed citizen. Without some basic historical literacy, students with disabilities have no understanding of the past as it relates to the present and shapes their future.

The key knowledge and skills students with disabilities should acquire and develop in the U.S. History should include:

Note: The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are Samples of Applications's that would demonstrate learning.

CRITICAL THINKING AND ANALYTICAL SKILLS

Content Standard -The student will:	Extended Knowledge & Skills	Samples of Applications:
A. Acquire critical thinking and analytical skills	CT-1. Use skills for solving problems --able to identify problems --brainstorm solutions --select a solution --act on solution --reevaluate the problem	a. Develop strategies to get involved in a preferred activity or out of a non-preferred one b. Figure out how to get around an obstacle in the hall or on the sidewalk c. Learn about community resources to solve problems (e.g. doctors) d. Solve a job related problem (e.g. no paper in copy machine) e. If there is a fire and the bell rings, student knows to leave and go outside
	CT-2. Evaluate and interpret information --i.e. cause and effect	a. Make informed decisions (eg put coat on in cold weather, select lunch from menu) b. Chart behavior for self management (cause & effect) c. The recess bell rings, student lines up to go inside. d. Choose item from lunch menu

EVOLUTION OF DEMOCRACY

Content Standard - The student will:	Extended Knowledge & Skills:	Samples of Applications:
A. Understand the evolution of democracy	D-1. Identify examples of personal and or historical figures	a. Identify people from family school, people i.e. talk about a favorite person b. Identify State organizational figure i.e. point to a picture of the president
	D-2. Chronologically organize significant events & people	a. Distinguish between past, present & future times (e.g. yesterday, today, tomorrow schedule systems) b. Use timelines to identify and/or explain personal and/or historical relationships

ECONOMICS

FUNDAMENTALS

Content Standard - The student will:	Extended Knowledge & Skills:	Sample of Applications:
A. Understand basic economic concepts	E-1. Understand the concept of limited resources and the implications on decision making	a. Recognize when there are no more lunch tickets and tell the teacher b. If an item is limited, choosing when to use it (e.g. when to drink the juice, when to use the paper)
	E-2. Apply the concepts of exchange	a. Pay for a book at the book fair b. Touch the switch , button, picture and receive an item c. Sell popcorn at the school popcorn sale d. Trade a toy with a peer during play time. e. Exchanging one object for another of choice. f. Shop for groceries, clothes, etc. and exchange money for the object.
	E-3. Apply credit and debit skills to real life situations	a. Earn stickers on a chart for credit in a school store. b. After earning a number of minutes for a preferred activity, the student chooses computer games to spend some of the earned time.
	E-4. Understand that products come from different places or sources	a. Using the community, match the item with where it can be purchased b. Match the product of can beans with its source c. Pick apples and then make applesauce d. Identify the country a product from
	E-5. Learn about jobs in school/community	a. Participate in a community job b. Attend a job fair c. Observe community workers their jobs d. Participate in a school job, i.e.; lunchroom, office assistant duties, library

CONCEPT OF MONEY

Content Standard - The student will:	Extended Knowledge & Skills:	Samples of Applications:
A. Understand the concept of money	E-6. Understand that money is necessary to buy goods and services	a. Decide how much money to bring to the lunchroom to buy a lunch.
	E-7. Use money in school and community environments	a. Purchase lunch or a lunch ticket at the cafeteria b. Purchase school supplies at the school store c. Purchase items at a store or restaurant

ECONOMIC INSTITUTIONS

Content Standard - The student will:	Extended Knowledge & Skills:	Samples of Applications:
A. Know the different types of economic institutions and understand how they differ from one another .	E-8. Identify various community businesses	a. Using the community match objects with their locations
	E-9. Identify profit and non-profit organizations that provide services to people with disabilities	a. Participate in transition meetings with service providers b. Use a transit system c. Identify service agency i.e. Voc rehab, COAD, SIIC, LINK
	E-10. Use banking services in the community	a. Use ATM machine checking account, get a loan, savings account

PERSONAL FINANCE

Content Standard - The student will:	Extended Knowledge & Skills:	Samples of Applications:
A. Understand the concepts of good personal finance	E-11. Apply the elements of responsible personal fiscal management	a. Save \$ in a bank b. Participate in comparison shopping c. Ask for advice before making a purchase d. Find and use coupons.
	E-12. Understand consumer rights and responsibilities	a. Save a receipt b. Return a damaged item to the store.

GOVERNMENT/CIVICS

CIVIC LIFE, POLITICS AND GOVERNMENT

Content Standard - The student will:	Extended Knowledge & Skills:	Samples of Applications:
A. Understand the relationship between civic life, politics, and government	GC-1. Actively participate in the celebrations, symbols, and traditions of Idaho and the United States	a. Say the Pledge of Allegiance b. Vote in a school/class election c. Participate school/classroom councils d. Have a part in the Thanksgiving play e. Identify the state symbols i.e. flower, bird, motto, tree, etc.
	GC-2. Identify school/community laws	f. Respond to safety signs, red/green lights g. Obeys school rules (i.e. do not run in the hallway)
	GC-3. Know community, state, and federal government offices	h. Visit the State Capitol, Police station, etc.

FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM

Standard - The student will:	Extended Knowledge & Skills:	Samples of Applications:
A. Understand the foundations and principles of the American political system	GC-4. Identify documents, traditions of the American political system	a. Stands & places hand over heart in respect of the flag. b. Choose & circle key words from the Bill of Rights. c. Looks & listens to an audio tape book on American History.
	GC-5. Identify disability organizations that influence political legislation	a. Participates in advocacy activities. b. Join an organization that advocates for people with disabilities i.e.: TASH, People First, etc.

ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT

Content Standard - The student will:	Extended Knowledge & Skills:	Samples of Applications:
A. Understand the organization and formation of the American system of government	GC-6. Identify with the three branches of American government	a. Participates in field trips to the courthouse, mayor's office, Capitol, and town council
	GC-7. Learn about Native American tribes in Idaho	b. Make an Idaho History scrapbook c. Identify on an Idaho map, the location of Idaho Tribes

CITIZEN RESPONSIBILITIES AND RIGHTS

Content Standard - The student will:	Extended Knowledge & Skills:	Samples of Applications:
A. Understand that all citizens of the United States have responsibilities and rights	GC-8. Demonstrate the responsibilities and rights of being a school and community citizen	a. Work cooperatively in a group b. Demonstrate appropriate social behavior c. Respect other people's personal space d. Understand turn taking e. Understand sharing f. If appropriate, attend and participate in self advocacy(IEP, Vocational)
	GC-9. Participate in the political process at the school, local, state, and national level	a. Vote in school, local, national election

UNITED STATES HISTORY

EXPLORATION AND EXPANSION

Content Standard - The student will:	Extended Knowledge & Skills:	Samples of Applications:
A. Understand the role of exploration and expansion in the development of the United States	H-1. Identify names and discoveries of explorers of the Americas	a. Colors a map showing the westward expansion. b. Participates in a group report of an explorer.

POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION

Content Standard - The student will:	Extended Knowledge & Skills:	Samples of Applications:

INTERNATIONAL RELATIONS AND CONFLICTS

Content Standard - The student will:	Extended Knowledge & Skills:	Samples of Applications:
A. Understand significant conflicts in United States history	H-2. Learn about United States wars and conflicts	a. Identify pictures that fit in the categories of war or conflict. b. Match war with the countries involved. c. Match weapons to the war in which they were used.

CULTURAL AND SOCIAL DEVELOPMENT

Content Standard - The student will:	Extended Knowledge & Skills:	Samples of Applications:
A. Understand the cultural and social development of the United States	H-3. Interact with a variety of people from diverse backgrounds	a. Interact with people in the classroom and local environment b. Attend Cinco De Mayo celebration. c. Cook food from another country d. Visit a museum exhibit from another country.

GEOGRAPHY

Content Standard - The student will:	Extended Knowledge & Skills:	Samples of Applications:
A. Understand the spatial organizations of people, places and environment on the earth's surface	G-1. Use different kinds of maps, globes, graphs, and charts	a. Identify your state on a map b. Color/label land areas & water areas on a map
B. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions	G-2. Look at ways in which humans respond to their physical environment.	a. Decide when a coat is needed b. Match crops to region where grown c. Collect pop cans and take to the recycling carter d. Participate in a community clean up day